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ABSTRACT

The purpose of this project was to continue, expand, and measure the outcomes of a three-phase model developmental vocational exploration and career planning program that had been integrated into the junior high school curriculum. Phase I involved 304 seventh grade students. Ten sessions were conducted in which students explored the attitudes about themselves and the people around them. "Exploring Self," a checklist, was administered as a pre- and postassessment to measure any change in awareness of self and others. Two hundred ninety-four eighth grade students were exposed to career exploration activities in phase II. Four class periods were used to present career exploration activities that were related to their subject areas. Each student was exposed to at least ten different subject areas and spent forty class periods throughout the year exploring careers. "The Occupations and Careers Information Boxscore," a career awareness survey, was administered as a pre- and postassessment of changes in awareness about the world of work. In Phase III, approximately 300 ninth grade students were involved in decision-making activities for ten class periods during their social studies classes. "The Ohio Vocational Interest Survey" was administered to aid in the decision-making process. Each ninth grader also participated in a Vocational Exploration Group (a group process in which job functions, demands and satisfiers are explored). From the evaluations it was judged that that project was overall successful. (Evaluation instruments are included in the appendixes.) (Author/JH)

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FINAL REPORT

VOCATIONAL EXPLORATION: A DEVELOPMENTAL APPROACH FOR JUNIOR HIGH SCHOOL

Project No. 84-8001
(Cont. of 20-6811)

Thomas Carr
Gordon Schlier
Project Coordinators

DALLAS SCHOOL DISTRICT

DALLAS, PENNSYLVANIA 18612

June 30, 1978

PENNSYLVANIA DEPARTMENT OF EDUCATION

BUREAU OF VOCATIONAL EDUCATION

RESEARCH COORDINATING UNIT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Richard A. Shipe, Ph.D., Superintendent
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Frederick Case, Assistant Principal
Robert Barbash, Director Educational Media

VEDA Leadership Team
John Bancala
Ellen Boyer
Ann Marie Gries
John Johnson
Patrick O'Brien
William Roberts
Ann Seitz
Rebecca Shuster
Mary Ann Sigworth
William Straitiff
Robert Suppon

Board of Education
Harry Swepston, President
Richard Hislop, Vice President
Anthony Palermo, Secretary
Ernest Ashbridge, Jr.
Gloria Brennan
William Dierolf, Jr.
Earl Fritzges
Patricia Gregory
Harry Lefko
Basil Russin

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Participating Teachers:

Norine Amesbury
Linda Baird
James Bamrick
John Bancala
Ellen Boyer
Eleanor Buda
Paul Clemm
Beverly Eyet
Irwin Eyet
June Eyet
Elaine M. Felli
Marietta Gay
Sally Graham
Nancy Hontz
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Michaeline Kmush
Francis Kopko
Jennie Krogulski
Marie Lewis
Patrick O'Brien
Ann Seitz
Rebecca Shuster
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Elaine Williams
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I. ABSTRACT

A Continuation and Expansion of VEDA

(Vocational Exploration-A Developmental Approach for Junior High School)

Project No: 84-8001

Dallas School District
Dallas, Pa. 18612

Thomas Carr
Gordon Schlier
Project Coordinators

The purpose of the project was to continue, expand, and measure the outcomes of a 3-Phase Model developmental vocational exploration and career planning program that was integrated into the junior high school curriculum in the 1976-77 school year.

The 3-Phase Model consisted of:

Phase I - Grade 7 - "Exploring Yourself and Others"

The seventh-grade class of approximately 304 students took part in self-awareness activities. Ten sessions were conducted during health classes in which students explored their attitudes about themselves and the people around them. Students were able to learn about themselves in relation to their values, interests, abilities, and accomplishments. Exploring Self, a checklist, was developed by the project leadership team to promote self-understanding. This instrument was administered as a pre- and postassessment to measure any change in awareness of self and others.

Phase II - Grade 8 - "Exploring Careers"

The eighth-grade class of approximately 294 students was exposed to career exploration activities in the classroom. The teachers spent four class periods presenting career exploration activities that were related to their subject areas. Each student was exposed to at least ten different subject areas and spent forty class periods throughout the year exploring careers. The Occupations and Careers Information Boxscore, a career awareness survey, was administered before and after the classroom experiences to assess any change in awareness about the world of work. A career curriculum guide that was developed and published by the eighth-grade teachers last year was used by them as a basis for their career presentation.

Phase III - Grade 9 - "Making Meaningful Decisions"

The entire ninth-grade class of approximately 300 students was involved in decision-making activities for ten class periods during their social studies classes. The Ohio Vocational Interest Survey (OVIS) was administered to aid in the decision-making process. Each ninth-grade student participated in a Vocational Exploration Group (VEG). The VEG experience consisted of 5 or 6 students meeting in a group with a teacher-leader who took each student through a two-hour group process in which job functions, job demands, and job satisfiers were explored. At the end of the session, each student developed a career plan. Interested ninth-grade students were taken on an orientation tour of the local vocational-technical school and the Dallas Senior High School.

Parent Involvement: Parents of seventh- and ninth-grade students were invited to join an evening discussion group. Meeting in three sessions, two and one-half hours in length, parents discussed ways to aid in their children's educational and career planning. The Exploring Self inventory used with seventh-grade students was administered to their parents with each parent asked to respond as his child might. In ninth-grade sessions, parents were administered the OVIS, a survey previously completed by their children. Each parent's results were compared with his child's responses. The responses of both the students and their parents on the OVIS were compared, analyzed, and then discussed by the leadership team and the parents.

Teacher Involvement: As the basic planning and training had been completed during the project's first year, teachers on the leadership team concentrated on expanding their understanding of the materials and improving portions of the project. They also assumed the role of discussion leaders for parent groups. Classroom teachers conducted activities relevant to their fields while small group meetings were held for planning parental activities. Buzz sessions were used to evaluate the effectiveness of each parent session. In addition to regular meetings to plan and evaluate, one presession workshop and a postsession workshop were held.

Results: The results of the pre- and postassessments of Exploring Self in Grade 7 indicated positive changes. The results of the Boxscore administered to the eighth graders indicated no appreciable difference in the means of the pre- and postassessments. The validity of the results on both Exploring Self and Boxscore is questioned because of the very short time span of approximately three months between the administrations of the pre- and postassessments. Late notice of the funding of the project forced us to start these assessments far later in the school year than originally planned. Results from parent questionnaires indicate overwhelmingly positive responses to the value of the program.

Continuation of Project: Refunding has been requested for a third year to afford students the opportunity to experience the third phase of the program. The career resource room under the direction of a paraprofessional has afforded students greater follow-up opportunities not only for their classroom activities but also for their small group sessions.

Unless there is a continuation of the funding for this project, many of the components of VEDA will have to be curtailed or terminated because of the severe budgetary problems faced by our school district. No provisions have been made in our school district's budget for the 1978-79 school year to continue the various surveys and assessments or to rehire the paraprofessional for the career lab. Project funding, therefore, is critically needed for a paraprofessional if the operation of the career lab, an integral part of VEDA, is to be continued.

II METHODS

The methods utilized in this project consisted mainly of assessing the total population as to the effectiveness of the 3-Phase career exploration model. Pre- and postassessment instruments were administered to the students in Grades 7 and 8. Questionnaires were used with the seventh- and ninth-grade parents and with the ninth-grade students.

STUDENTS

The methods of research utilized with students were divided according to grade level that paralleled the three phases of the career exploration model.

Seventh Grade

A self-awareness inventory, Exploring Self, was developed by the project leadership team. (See Appendix A) This inventory assessed the student's self perceptions on twenty different personal traits and abilities in fourteen different areas. Each student was requested to rate each personal trait and each ability as to: (1) the way he/she is, (2) the way others see him/her, and (3) the way he/she would like to be. The Exploring Self inventory was not administered until February due to the late funding of this project and then administered at the termination of Phase I in late May. This pre- and postevaluation was conducted to determine any change in self perceptions as a result of the self-awareness activities experienced by these seventh graders. A mean score for the whole class was computed for each individual personal trait and each ability on both the pre- and postinstruments. The standard error of measurement was not computed since statistical data was collected on the total population.

The pre- and postmean scores were then compared to note if a positive or a negative change took place.

Eighth Grade

The eighth-grade students participated in career activities in the classroom, Phase II. Due to the nature of this phase, the research study was concerned with assessing any change in awareness and knowledge about the world of work.

The Occupations and Career Information Boxscore, 1 published by Chronicle Guidance Publications, Inc., was administered to the students to assess the sophistication of the class in their awareness of occupational information and the range and depth of knowledge of the individual pupils. The Boxscore was administered in February due to the late funding of this project and again in late May at the termination of Phase II. The students' scores were then computed to establish a class mean-score for the pre- and postevaluations. The standard error of measurement was not computed since the total population participated. The mean scores were then plotted on a Best Fitting Normal Curve to note any change between the pre- and postadministration.

Ninth Grade

The entire ninth grade participated in decision-making activities consisting of the Ohio Vocational Interest Survey 3, and the Vocational Exploration Group 4 also known as "Urban Man". To assess the effectiveness of Urban Man, the VEDA Student Group - Student Questionnaire, developed by the 1976-77 leadership team was used. Each student responded to twelve questions pertaining to the small group experience. The ratings for each individual question were then averaged together to obtain an overall group rating per question. The focus of this particular questionnaire was to evaluate the students' feelings as to the value of the experience and to determine if these groups should be continued.

Teachers

Teachers were an integral part of this project. Not only did they conduct career exploration activities in their classrooms, but they participated in the project as leaders of small student group sessions, as facilitators in parent groups, and as members of the project leadership team.

In the seventh grade, the pre- and postadministrations of Exploring Self, a personal assessment inventory, were conducted by the health teacher in her regular classes. The pre- and postadministrations of Occupations and Career Information Boxscore were conducted by the social studies teachers in their eighth-grade classes. The two guidance counselors supervised the administration of the Ohio Vocational Interest Survey and assisted leadership team members in administering Vocational Exploration Group, "Urban Man", to small groups of ninth-grade students.

The teachers published last year the Junior High School Career Curriculum Guide 2, which is a booklet of career activities conducted in the classroom. Although the guide is not research-oriented, it is, however, an indicator of the total group effort in making this project a learning experience for students. The curriculum guide illustrates well that the effectiveness of a program need not be assessed only in terms of statistical data. The classroom teachers used this guide for their classroom career exploration activities.

Parent Groups

A letter was distributed to the parents of students in Grades 7 and 9 that invited them to participate in the various VEDA activities. (See Appendix G) Agendas for the evening sessions were mailed to the parents who volunteered. (See Appendices H and I) Interested volunteers met in small groups with the leadership team to discuss ways of helping their children. At the termination of the group sessions, parents were asked to respond to questionnaires. (See Appendices B, F) The responses were then tallied and response percentages obtained for each item. The effectiveness of the parent groups was indicated by the results. (See Appendices B1, F1)

Parents of ninth graders were administered the Ohio Vocational Interest Survey. Each parent was asked to respond to the survey as his child might. Ninth graders were also administered the OVIS. A comparative analysis was conducted on parent and student responses to note similarities. The results of the analysis indicated the degree to which parents understand the vocational interests of their children. (See Appendices F2, F3, F4)

III. FINDINGS AND ANALYSIS

Much of the data analyzed in the project was done as a class project in the computer math class of the Dallas Senior High School. The findings and analysis in this report will be divided by the population groups upon which the research was conducted. The groups are as follows: (1) students in Grades 7 and 9, and (2) parents.

Students

The student population was divided into Grades 7, 8, and 9 because each phase of the project was so divided.

Seventh-Grade Results

The tabulated averages of the students' responses on the Exploring Self pre- and postinventories indicate an overall positive change did take place in the items listed under "My Personal Traits." (See Appendices A1, A2) Of note are the following personal traits that showed the greatest positive and negative changes under "This is the way I am" column:

Positive	Negative
I want to get ahead	I am sure of myself
I am a good student	I am kind to others
I am friendly	I am honest
I am willing to share	I am happy

The following personal traits showed the greatest positive and negative changes under "This is the way others see me" column:

Positive	Negative
I am friendly	I make good decisions
I am polite	
I can keep a secret	

The following personal traits showed the greatest positive and negative changes under "This is the way I should like to be" column:

Positive	Negative
I am polite	I am willing to share
I am clean	I am loyal
I am healthy	I am happy
I can keep a secret	

The second part of Exploring Self dealt with "My Abilities." The abilities under "This is the way I am" column that showed the greatest positive and negative changes are as follows:

Positive	Negative
My ability to act	My ability to write

The abilities under "This is the way others see me" column that showed the greatest positive and negative changes are as follows:

Positive	Negative
My memory is	My ability to write is
	My ability to build or repair things

The abilities under "This is the way I would like to be" column that showed the greatest positive changes are as follows:

Positive	Negative
My memory is	My ability to act is

All of the total averages of the various columns indicate the positive changes did take place.

The time span between the pre- and postassessments was reduced to three months because of the late funding of the project. In conclusion, it is believed that a greater time span between the two assessments would yield more meaningful and valid results.

Eighth-Grade Results

Forms A and B of the Boxscore were administered to the eighth grade. The Boxscores are criterion-referenced tests and are not norm-referenced standardized achievement tests. Form A was the pretest and Form B the post-test. A mean score for the whole eighth grade was computed for both forms and plotted on a normal curve. The pretest mean was 60.1 and 60.7 on the post-test. The analysis of the pretest and post-test frequency polygons indicates similar distributions. (See Appendices C, C1, D, D1)

Since the dispersion of scores on the pretest was not as great as on the post-test, the curves on the pretest were more peaked than on the post-test. The deviation on the pretest of 6.649 was nearly 1/3 less than the standard deviation of 9.474 on the post-test that showed a more normal dispersion. There is a possibility that the lack of familiarity with the Boxscore caused the standard deviation on the pretest to be less than normal. Familiarization probably contributed to a more normal distribution pattern on the post-test. There was no significant difference between the means.

A possible explanation for the absence of significant changes could be the short time span of approximately three months between the administration of the pre- and post-tests due to the late funding approval of this project. A longer interval between the two tests might provide more meaningful results.

Ninth-Grade Results

The Vocational Exploration Group 4 (VEG) was conducted in small groups of 5 or 6 students with a trained teacher or counselor as a leader. During the two-hour session the students were taken through a vocational exploration process. At the end of the sessions, each student was asked to complete a questionnaire assessing his reaction to the experience. The responses of the students were then tabulated and an average for each item was attained. (See Appendix E1) The results of the questionnaire indicate that the students found the group experience to be helpful in understanding the world of work, and it will be useful in making career decisions. They also recommended that the VEG program be continued with future ninth grades. Of interest, also, is that the students gave the highest ratings to the leaders and to the experience of meeting in small groups.

The Ohio Vocational Interest Survey 3 (OVIS) was administered in a large group setting to all ninth-grade students. With its data-people-things approach to occupational exploration, OVIS is compatible with VEG and other major occupational information systems. Comparative studies were made of the students' scores and those of the participating parents.

Parent Group Results

A group of volunteer ninth-grade parents were administered the Ohio Vocational Interest Survey (OVIS) and were asked to respond as they thought their children might. The results of the parents and their children were analyzed to determine the awareness of the parents to their children's vocational interests. Twenty-five parents formed the group for this study.

The highest first-choice category for both students and parents under "Occupational Plans," Appendix F2, was Machine Work. The parents showed an extremely high degree of knowledge of their children's vocational interests as the OVIS results of 20 of the 25 parents crossmatched the results of their children in first and second highest occupational plans as illustrated in Appendix F3.

In the high school program section of the OVIS, 54% of the parents indicated they thought their children would take the college preparation course in high school. Forty-five percent of the students said they had similar plans. Forty-three percent of the parents indicated their children would take either the high school vocational technical or general course. Fifty percent of the students indicated similar interests. (Appendix F4)

In the post-high school plans section, 54% of the parents indicated they thought their children would go on to some kind of college training. Fifty percent of the students indicated further college training. All of the parents indicated post-high school projections for their children; however, 15% of the students stated they were still undecided about post-high school plans.

In conclusion, the parents of this study exhibited a high degree awareness of their child's occupational plans and post-high school plans. The fact that these parents had volunteered to be part of the groups is indicative of their concern for their child's future. These parents were mostly college oriented which conveys to this study that they have been discussing college and occupations with their ninth grader prior to the group sessions.

The second study conducted with the ninth-grade parents was an evaluation of the evening group experience. The parents were asked to react to the questionnaire found in Appendices F1, F2. The parents were unanimous in agreement that the evening sessions with other parents, teachers, and counselors to discuss their children's attitudes and vocational plans were most meaningful and helpful. The parents also felt that the time they spent taking the OVIS could have been better used in additional small group discussions.

Twenty parents of seventh graders were also administered a questionnaire to assess their reactions to the evening group sessions. (See Appendices B, B1) These parents unanimously agreed that the group discussions would aid them in working with their children, and 85% of the parents said they would volunteer to participate in another similar group experience.

IV. CONCLUSIONS

Vocational Exploration: A Developmental Approach for Junior High School, popularly known as the VEDA project was continued and expanded in the Dallas Junior High School because there is an ongoing need for career work with children in this age group. From the results of the project studies and questionnaires, this year's VEDA project was extremely successful.

Objective One of the project, "Develop and implement a three-phase model for a junior high school career-exploration and career planning program," was accomplished. The results of the studies conducted with students indicated that they are now better informed and more self-aware about themselves, others, and about the world of work.

Objective Two, "Involve teachers . . .," was accomplished through teacher participation on the leadership team, in after school buzz sessions, in evening parent groups, and the end-of-year workshops. The teachers continued the integration of career information and activities in their regularly taught classes.

Objective Three, "Inform and involve parents . . .," was carried out by letters to parents, newspaper articles, a television program, and parent groups. Studies conducted with parents yielded extremely positive reactions to VEDA, and they expressed a strong desire to have the program continued.

Objective Four, "Inform and involve community business, industries, governmental . . .," were informed through newspaper articles and television coverage about the program, but because of funding cuts we were forced to eliminate the field trips by students and the visitations to industries by teachers. The late funding of this project limited the amount of time available for the various VEDA activities; therefore, it was not possible to involve these aforementioned groups as planned.

Objective Five, "Plan and carry out an ongoing public relations program . . .," was achieved through the letters to parents, the local news media, and the closed circuit television station, Channel 7, operated by the school district. A 44-page booklet Junior High School Career Curriculum Guide and video tape of VEDA were developed in last year's project for use in local teacher in-service programs, state-wide in-service workshops, and educational conferences.

Objective Six, "Evaluative procedures . . .," yielded the findings as described in the "Results" section of this report. The evaluative procedures consisted of administering tests, inventories, surveys, and questionnaires. The students in Grades 7, 8, 9 and the parents of students in Grades 7 and 9 participated in these evaluations.

The career lab was initiated this year and was well received by the large number of students and teachers who had the opportunity to use it.

The Dallas School District Board of Education, the superintendent, the assistant superintendent, and the junior high school administrators and staff recognized the value of this project and gave their support.

V. RECOMMENDATIONS

The students, parents, teachers, counselors, and administrators recognize the value of VEDA and recommend that it be continued.

Funding approval for next year would allow the students in Grade 9 to complete Phase III. Phases I and II were completed by them when they were in Grades 7 and 8. For the research to be fully completed, the target population should be exposed to all three phases

The career lab has become an intregal part of the VEDA project and the school curriculum. Unless funding is continued, a para-professional cannot be hired to operate the career lab and its use will be drastically curtailed.

BIBLIOGRAPHY

1. Occupations and Careers Information Boxscores,
Chronicle Guidance Publications, Inc.,
Moravia, N.Y., 1974

This is a criterion-reference test designed to give the career education teacher or counselor an approximation of the sophistication of the class in its awareness of occupational information and the individual pupils. It provides base line data resulting from administration using Forms A and B during a given year in a pretest and posttest format from which progress can be measured.

2. Junior High School Career Curriculum Guide,
Dallas School District,
Dallas, Pa. 18612

This is a teacher guide to career activities which can be used in the classroom. The guide is 44 pages in length and is divided by subject areas.

3. Ohio Vocational Interest Survey,
Harcourt, Brace, Jovanovich, Inc.,
New York, N.Y.

This is an interest survey designed to assess students in grades eight through thirteen with their educational and vocational planning.

4. Vocational Exploration Group (VEG)
Studies For Urban Man, Inc.,
P.O. Box 1039
Tempe, Arizona 85281

This is a vocational exploration process that uses small group techniques.

APPENDIX

EXPLORING SELF

Using the numbers listed below, write the number that best describes the way you are, the way others see you, and the way you would like to be:

1. Always 2. Often 3. Sometimes 4. Never

My Personal Traits	This is the way I am	This is the way others see me	This is the way I'd like to be
1. I am alert			
2. I want to get ahead			
3. I am a good student			
4. I am sure of myself			
5. I am kind to others			
6. I can be counted on			
7. I make good decisions			
8. I am serious			
9. I work well with others			
10. I am friendly			
11. I am obedient			
12. I am honest			
13. I am brave			
14. I am fair			
15. I am truthful			
16. I am polite			
17. I am clean			
18. I am willing to share			
19. I am loyal			
20. I am likeable			
21. I am happy			
22. I am healthy			
23. I can keep a secret			
24. I speak well of others			
25. I like school			
TOTAL			

EXPLORING SELF

Using the numbers listed below, write the number that best describe the way you are, the way others see you, and the way you would like to be:

1. Excellent 2. Good 3. Fair 4. Poor

My Abilities	This is the way I am	This is the way others see me	This is the way I'd like to be
1. My ability to learn is			
2. My ability to read is			
3. My ability to write is			
4. My ability to speak is			
5. My memory is			
6. My school marks are			
7. My ability in sports is			
8. My ability to play a musical instrument is			
9. My ability to act is			
10. My ability to draw is			
11. My ability to sing is			
12. My ability to do math is			
13. My ability to dance is			
14. My ability to build or repair things			
TOTAL			

* Developed by Dallas School District through the vocational education project: Vocational Exploration: A Developmental Approach for Junior High School

BNL:v

(PRE) EXPLORING SELF

Using the numbers listed below, write the number that best describes the way you are, the way others see you, and the way you would like to be:

1. Always 2. Often 3. Sometimes 4. Never

My Personal Traits	This is the way I am	This is the way others see me	This is the way I'd like to be
1. I am alert	2.01	1.95	1.85
2. I want to get ahead	2.27	2.21	1.82
3. I am a good student	2.46	1.74	1.90
4. I am sure of myself	1.49	2.24	1.95
5. I am kind to others	1.71	1.79	2.11
6. I can be counted on	1.81	2.27	1.96
7. I make good decisions	1.63	1.48	1.47
8. I am serious	2.64	2.30	1.97
9. I work well with others	2.44	2.15	1.95
10. I am friendly	2.10	1.86	1.79
11. I am obedient	1.92	1.95	2.46
12. I am honest	1.83	1.99	1.61
13. I am brave	1.69	1.88	2.05
14. I am fair	1.64	2.01	1.97
15. I am truthful	1.48	1.84	2.43
16. I am polite	2.26	2.39	2.10
17. I am clean	1.89	1.64	2.31
18. I am willing to share	2.19	1.83	1.16
19. I am loyal	1.96	1.57	1.50
20. I am likeable	2.06	2.03	1.71
21. I am happy	2.12	1.87	2.16
22. I am healthy	1.82	1.93	2.36
23. I can keep a secret	2.00	2.19	2.22
24. I speak well of others	1.89	2.28	1.89
25. I like school	2.06	1.98	1.68
TOTAL	49.37	49.37	48.38

EXPLORING SELF

Using the numbers listed below, write the number that best describe the way you are, the way others see you, and the way you would like to be:

1. Excellent 2. Good 3. Fair 4. Poor

	My Abilities	This is the way I am	This is the way others see me	This is the way I'd like to be
1.	My ability to learn is	2.06	1.91	1.61
2.	My ability to read is	1.90	2.08	2.11
3.	My ability to write is	1.55	2.02	2.09
4.	My ability to speak is	2.61	2.23	1.71
5.	My memory is	1.90	2.02	2.23
6.	My school marks are	1.73	2.16	2.38
7.	My ability in sports is	2.38	1.86	1.88
8.	My ability to play a musical instrument is	2.25	2.18	2.03
9.	My ability to act is	2.23	2.10	1.45
10.	My ability to draw is	1.90	2.09	2.13
11.	My ability to sing is	2.39	2.31	1.89
12.	My ability to do math is	2.04	1.78	2.43
13.	My ability to dance is	1.86	2.23	2.33
14.	My ability to build or repair things	1.76	1.86	2.21
	TOTAL	28.56	28.83	28.48

* Developed by Dallas School District through the vocational education project: Vocational Exploration: A Developmental Approach for Junior High School

BNL:v

(POST) EXPLORING SELF

Using the numbers listed below, write the number that best describes the way you are, the way others see you, and the way you would like to be:

1. Always 2. Often 3. Sometimes 4. Never

	My Personal Traits	This is the way I am	This is the way others see me	This is the way I'd like to be
1.	I am alert	1.67	1.59	2.00
2.	I want to get ahead	1.76	2.13	1.85
3.	I am a good student	1.93	1.68	1.60
4.	I am sure of myself	2.31	1.90	1.98
5.	I am kind to others	2.37	1.89	1.76
6.	I can be counted on	2.20	1.79	1.97
7.	I make good decisions	1.76	2.10	1.91
8.	I am serious	2.57	2.45	1.48
9.	I work well with others	2.08	1.75	2.11
10.	I am friendly	1.28	1.27	1.59
11.	I am obedient	1.87	2.26	2.05
12.	I am honest	2.42	1.99	1.54
13.	I am brave	1.84	1.73	1.73
14.	I am fair	1.66	1.80	2.22
15.	I am truthful	1.95	1.78	2.12
16.	I am polite	1.99	1.75	1.35
17.	I am clean	1.87	1.93	1.68
18.	I am willing to share	1.62	2.16	1.91
19.	I am loyal	1.88	1.99	2.25
20.	I am likeable	1.75	2.08	1.80
21.	I am happy	2.62	2.25	2.28
22.	I am healthy	1.51	1.58	1.66
23.	I can keep a secret	2.39	1.57	1.52
24.	I speak well of others	1.77	1.81	1.84
25.	I like school	2.02	2.12	1.69
	TOTAL	20 49.09	47.35	46.37

EXPLORING SELF

Using the numbers listed below, write the number that best describe the way you are, the way others see you, and the way you would like to be:

1. Excellent 2. Good 3. Fair 4. Poor

	My Abilities	This is the way I am	This is the way others see me	This is the way I'd like to be
1.	My ability to learn is	1.87	1.70	1.66
2.	My ability to read is	2.19	2.10	1.86
3.	My ability to write is	2.20	2.62	1.74
4.	My ability to speak is	2.30	2.31	1.78
5.	My memory is	2.01	1.49	1.73
6.	My school marks are	1.78	2.30	2.10
7.	My ability in sports is	2.28	2.21	2.25
8.	My ability to play a musical instrument is	2.35	1.90	2.09
9.	My ability to act is	1.73	1.75	2.09
10.	My ability to draw is	1.89	1.87	2.13
11.	My ability to sing is	2.23	1.85	2.10
12.	My ability to do math is	2.02	2.03	2.51
13.	My ability to dance is	2.14	1.94	2.05
14.	My ability to build or repair things	2.07	2.65	2.22
	TOTAL	29.06	28.72	28.31

* Developed by Dallas School District through the vocational education project: Vocational Exploration: A Developmental Approach for Junior High School

BNL:v

DALLAS JUNIOR HIGH SCHOOL
DALLAS, PENNSYLVANIA

VEDA 7th GRADE PARENT GROUP - PARENT QUESTIONNAIRE

In order to aid us in evaluating the success of the parent groups, would you please react to the questions listed below. Please feel free to express your true opinion as this information will be kept confidential. We thank you for your interest and cooperation in VEDA.

1. How many of the sessions did you attend? 1 2 3

2. Did you find that the purpose of the sessions was as you expected? YES NO UNDECIDED

3. Did you find that taking the "Exploring Self" Inventory was of benefit to better understanding how 7th grade student view themselves. (If you did not take this inventory, please do not answer) YES NO UNDECIDED

4. Do you better understand the purpose of "Exploring Self" Inventory as the result of this participation in the group? YES NO UNDECIDED

5. Was the sharing of ideas and opinions with other parents helpful to you? YES NO UNDECIDED

6. Do you better understand how teachers and counselors provide students with the opportunity to increase their awareness in relation to themselves and others? YES NO UNDECIDED

7. Were the topics discussed in your group helpful to you? YES NO UNDECIDED

8. Did you find the handouts you received to be helpful? YES NO UNDECIDED

9. Did you feel that you were able to participate in group discussions freely if you so desired? YES NO UNDECIDED

10. Has this group experience provided you with a better understanding of the VEDA program? YES NO UNDECIDED

11. Did you feel the group experience will aid you in working with your student to better understanding his/her strengths and weakness? YES NO UNDECIDED

12. Would you volunteer for another similar group experience if the opportunity should arise in the future? YES NO UNDECIDED

13. Please list below any suggestions you may have for improving the parent group program.

BNL:vh

DALLAS JUNIOR HIGH SCHOOL
DALLAS, PENNSYLVANIA
June 7, 1978

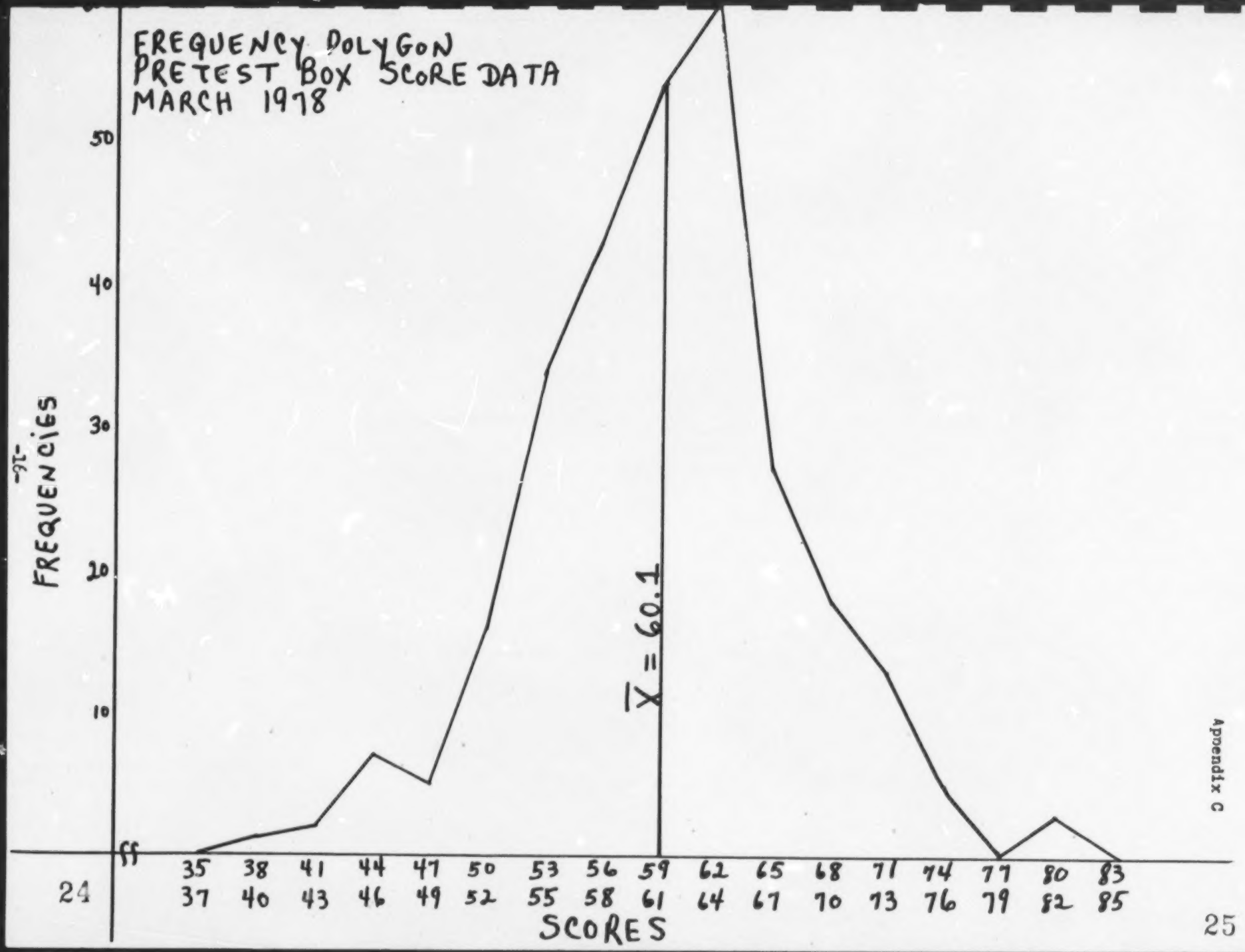
RESULTS - VEDA PARENT GROUP 7th GRADE

N = 20

		YES %	NO %	UNDECIDED %
1.	-			
2.	Did you find that the purpose of the sessions was as you expected?	60%	10%	30%
3.	Did you find that taking the "Exploring Self" Inventory was of benefit to better understanding how 7th grade students view themselves. (If you did not take this inventory, please do not answer.)	90%	5%	5%
4.	Do you better understand the purpose of "Exploring Self" Inventory as the result of this participation in the group?	94%		6%
5.	Do you better understand how teachers and counselors provide students with the opportunity to increase their awareness in relation to themselves and others?	95%	5%	
6.	Was the sharing of ideas and opinions with other parents helpful to you?	85%		15%
7.	Were the topics discussed in your group helpful to you?	79%	6%	15%
8.	Did you find the handouts you received to be helpful?	85%	5%	10%
9.	Did you feel that you were able to participate in group discussions freely if you so desired?	100%		
10.	Has this group experience provided you with a better understanding of the VEDA program?	100%		
11.	Did you feel the group experience will aid you in working with your student to better understanding his/her strengths and weakness?	100%		
12.	Would you volunteer for another similar group experience if the opportunity should arise in the future?	85%		15%

13. Please list below any suggestions you may have for improving the parent group program.

1. Have more sessions.
2. Start sessions at 7:30 P.M. instead of 7:00 P.M.
3. Try to have discussion groups stay on subject.
4. Our discussion group was excellent.
5. The groups should change rather than remain in the same group. Perhaps more ideas can be exchanged.
6. I enjoyed meeting with teachers.
7. Excellent experience.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PRETEST BOX SCORE DATA
MARCH 1978
FREQUENCIES
50
40
30
20
10
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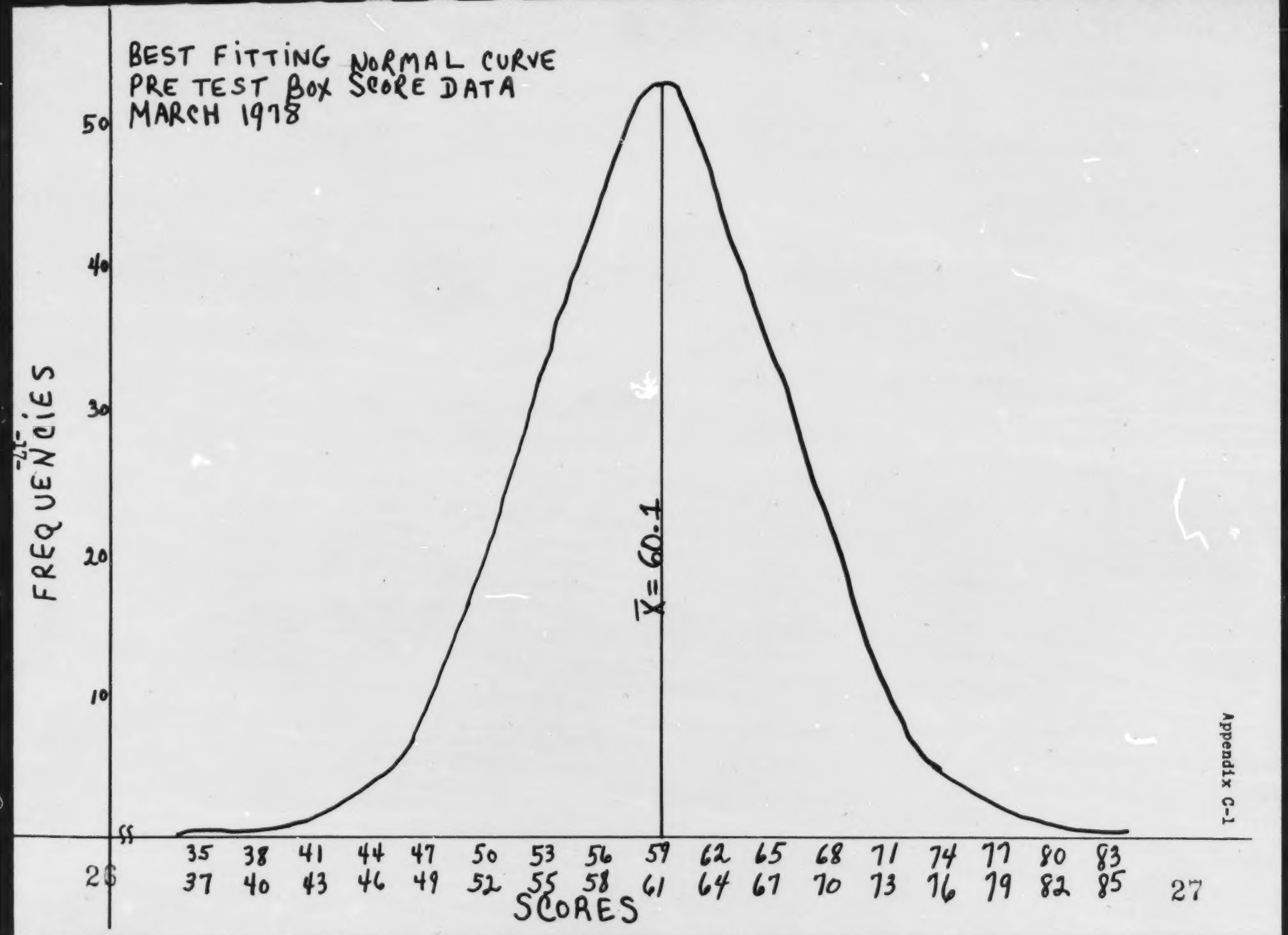
37 40 43 46 49 52 55 58 61 64 67 70 73 76 79 82 85
SCORES

Appendix C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PRE TEST BOX SCORE DATA
MARCH 1978
FREQUENCIES
50
40
30
20
10
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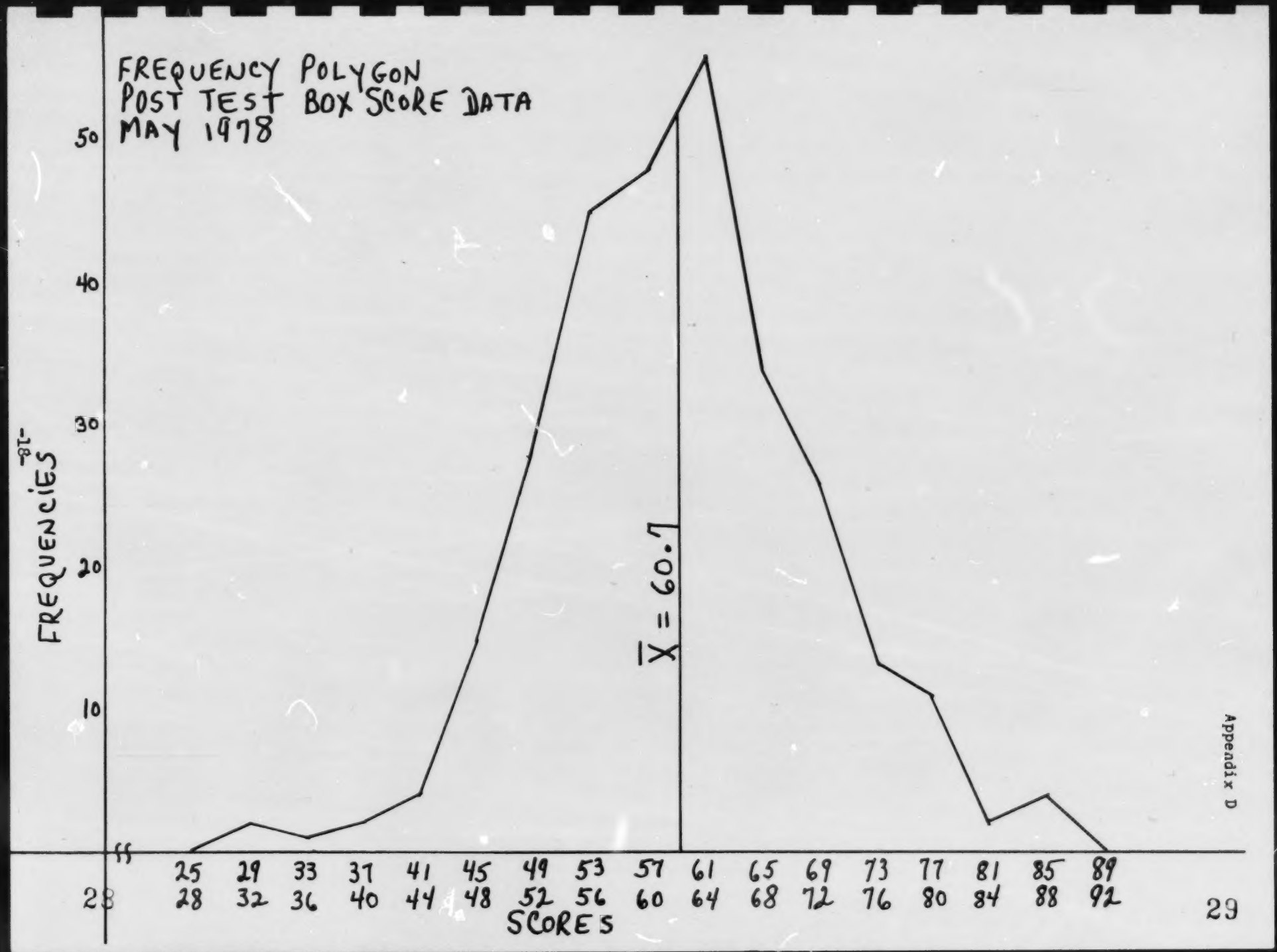
37 40 43 46 49 52 55 58 61 64 67 70 73 76 79 82 85
SCORES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POST TEST BOX SCORE DATA
MAY 1978
FREQUENCIES
50
40
30
20
10
28
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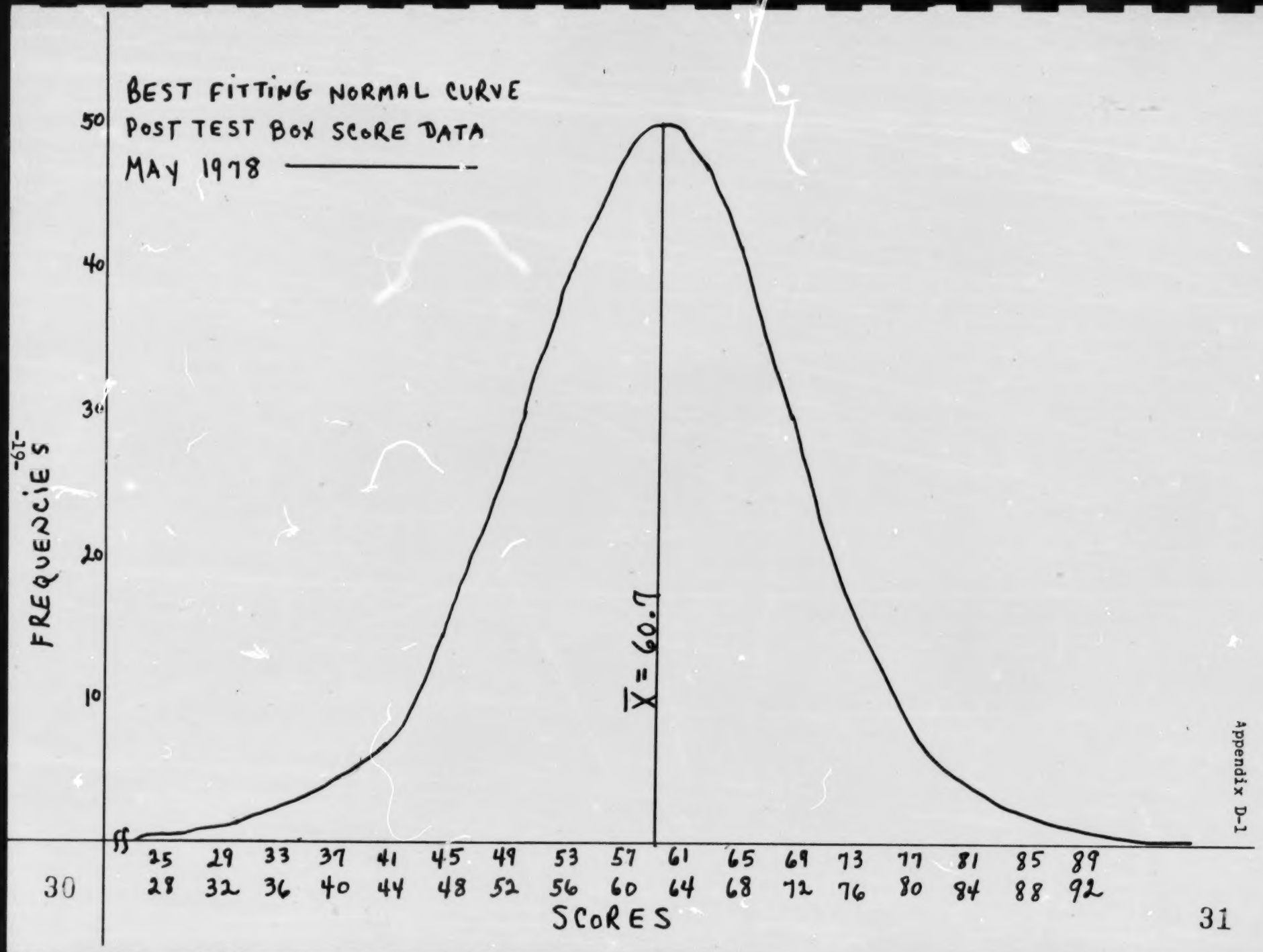
SCORES

Appendix D


BEST FITTING NORMAL CURVE
POST TEST BOX SCORE DATA
MAY 1978
FREQUENCIES
50
40
30
20
10
$\overline{X} = 60.7$
25 29 33 37 41 45 49 53 57 61 65 69 73 77 81 85 89
28 32 36 40 44 48 52 56 60 64 68 72 76 80 84 88 92
SCORES

DALLAS JUNIOR HIGH SCHOOL
Dallas, Pa. 18612

VEDA STUDENT GROUP - STUDENT QUESTIONNAIRE

To aid us in evaluating the success of the career exploration student groups, would you please answer the questions listed below. Please feel free to express your true opinion as this information will be kept confidential.

Using the numbers listed below, circle the number that best describes your feeling about the student groups.

	Very	Above Average	Average	Below Average	Little
1. To what degree did you find this total experience helpful?	1	2	3	4	5
2. How beneficial did you find meeting in smaller groups as opposed to larger ones?	1	2	3	4	5
3. How much understanding do you now have of the satisfactions that people get from jobs? (For example: money, prestige, etc.)	1	2	3	4	5
4. To what degree do you understand the interests and skills that are necessary for certain types of jobs? (For example: memory, working with numbers, dexterity, etc.)	1	2	3	4	5
5. How useful did you find the exerise on placing jobs in categories by training required and by job function: Data, people, things?	1	2	3	4	5
6. How much understanding do you now feel you have about the world of work?	1	2	3	4	5
7. To what degree did the leader help in the group experience?	1	2	3	4	5
8. How strongly would you recommend this program to other students?	1	2	3	4	5
9. To what degree will this program help you in making career decisions?	1	2	3	4	5

PLEASE TURN PAGE

DALLAS JUNIOR HIGH SCHOOL
Dallas, Pa. 18612
June 2, 1978

RESULTS OF THE VEDA NINTH-GRADE STUDENT GROUP EVALUATION

The students were asked to describe their feelings about participating in the VEDA Vocational Exploration Groups. The following rating system was used:

VERY - 1; ABOVE AVERAGE - 2; AVERAGE - 3; BELOW AVERAGE - 4; and LITTLE - 5.

THE RESULTS ARE:

1.	To what degree did you find this total experience helpful?	2.510
2.	How beneficial did you find meeting in small groups as opposed to larger ones?	1.815
3.	How much understanding do you now have of the satisfactions that people get from jobs? (For example: money, prestige, etc.)	2.213
4.	To what degree do you understand the interests and skills that are necessary for certain types of jobs? (For example: memory, working with numbers, dexterity, etc.)	2.290
5.	How useful did you find the exercise on placing jobs in categories by training required and by job function: Data, people, things?	2.447
6.	How much understanding do you now feel you have about the world of work?	2.430
7.	To what degree did the leader help in the group experience?	1.819
8.	How strongly would you recommend this program to other students?	2.450
9.	To what degree will this program help you in making career decisions?	2.455
10.	To what degree did the group members communicate with and help each other?	2.613

CONCLUSIONS:

Based on the above statistics, the students found the group experience helpful in understanding the world of work and in making career decisions. They also indicated that they would recommend this program to other students. It should also be noted that the students gave the highest ratings to their leaders and to the experience of meeting in small groups.

DALLAS JUNIOR HIGH SCHOOL

VEDA 9th GRADE PARENT GROUP - PARENT QUESTIONNAIRE

In order to aid us in evaluating the success of the parent groups, would you please react to the questions listed below. Please feel free to express your true opinion as this information will be kept confidential. We thank you for your interest and cooperation in VEDA.

1.	How many of the sessions did you attend?	1	2	3
2.	Did you find that the purpose of the sessions was as you expected?	Yes	No	Undecided
3.	Did you find that taking the OVIS was of benefit to better understanding your student? (If you did not take the OVIS, please do not answer)	Yes	No	Undecided
4.	Do you better understand the OVIS as the result of this participation in the group?	Yes	No	Undecided
5.	Do you better understand your child's expressed occupational interests as the result of this participation in the group?	Yes	No	Undecided
6.	Was the sharings of ideas and opinions with other parents helpful to you?	Yes	No	Undecided
7.	Do you better understand how teachers and counselors provide students with the opportunity for career exploration?	Yes	No	Undecided
8.	Were the topics discussed in your group helpful to you?	Yes	No	Undecided
9.	Did you find the handouts you received to be helpful?	Yes	No	Undecided
10.	Did you feel that you were able to participate in group discussions freely if you so desired?	Yes	No	Undecided
11.	Has this group experience provided you with a better understanding of the VEDA program?	Yes	No	Undecided
12.	Did you feel the group experience will aid you in working with your student to make career decisions?	Yes	No	Undecided
13.	Would you volunteer for another similar group experience if the opportunity should arise in the future?	Yes	No	Undecided

14. Please list below any suggestions you may have for improving the parent group program.

DALLAS JUNIOR HIGH SCHOOL
DALLAS, PENNSYLVANIA
June 2, 1978

RESULTS - VEDA PARENT GROUP QUESTIONNAIRE - Ninth Grade

N = 19

		YES %	NO %	UNDECIDED %
1.	-			
2.	Did you find that the purpose of the sessions was as you expected?	65%	21%	14%
3.	Did you find that taking the OVIS was of benefit to better understanding your student? (If you did not take OVIS, please do not answer)	47%	47%	6%
4.	Do you better understand the OVIS as the result of this participation in the group?	100%		
5.	Do you better understand your child's expressed occupational interests as the result of this participation in the group?	54%	31%	15%
6.	Was the sharings of ideas and opinions with other parents helpful to you?	100%		
7.	Do you better understand how teachers and counselors provide students with the opportunity for career exploration?	100%		
8.	Were the topics discussed in your group helpful to you?	92%		8%
9.	Did you find the handouts you received to be helpful?	85%		15%
10.	Did you feel that you were able to participate in group discussions freely if you so desired?	100%		
11.	Has this group experience provided you with a better understanding of the VEDA program?	100%		
12.	Did you feel the group experience will aid you in working with your student to make career decisions?	70%	15%	15%
13.	Would you volunteer for another similar group experience if the opportunity should arise in the future?	85%		15%

14. Please list below any suggestions you may have for improving the parent group program.

    1. More parent involvement.

Comparison of Parent and Student OVIS Scores

A. OCCUPATIONAL PLANS

		1st Choice		2nd Choice	
		Parents %	Students %	Parents %	Students %
1.	Manual Work	0	0	8	0
2.	Machine Work	24	25	0	10
3.	Personal Service	0	5	0	0
4.	Care - People/Animals	0	0	4	10
5.	Clerical	0	0	4	0
6.	Inspect - Training	0	0	0	0
7.	Crafts	4	0	8	15
8.	Customer Service	8	0	0	5
9.	Nursing	4	10	4	0
10.	Skilled Personal Service	4	5	0	0
11.	Training	4	5	8	10
12.	Literary	12	10	16	10
13.	Numerical	0	0	0	5
14.	Appraisal	0	0	0	0
15.	Agriculture	0	0	0	5
16.	Applied Technology	0	5	12	0
17.	Promotion - Communication	4	5	4	10
18.	Management	8	5	4	0
19.	Artistic	8	15	8	0
20.	Sales Representatives	4	0	0	5
21.	Music	12	5	4	0
22.	Entertain	0	5	12	5
23.	Teacher-Counselor/Social Work	4	0	4	10
24.	Medical	0	0	0	0

Comparison of Parent and Student Interest Scores - OVIS

First and Second Highest Choices

P - Parent S - Student

P	S
P #1 Management Training	S #1 Management Numerical
P #2 Machine Work Applied Tech.	S #1 Management Numerical
P #3 Music Entertainment	S #3 Entertainment Machine Work
P #4 Sales Rep. Music	S #4 Personal Service Training
P #5 Nursing Care-People/ Animals	S #5 Nursing Care-People/ Animals
P #6 Literary Entertainment	S #6 Literary Promot-Comm.
P #7 Training Nursing	S #7 Training Agriculture
P #8 Management Literary	S #8 Applied Tech. Sales Rep.
P #9 Promot-Comm. Literary	S #9 Literary Promot-Comm.
P #10 Skld. Per SVC Literary	S #10 Skld. Per SVC Literary
P #11 Machine Work Crafts	S #11 Machine Work Crafts
P #12 Machine Work Crafts	S #12 Machine Work Crafts
P #13 Machine Work Applied Tech.	S #12 Machine Work Crafts
P #14 Literary Promot-Comm.	S #14 Promot-Comm. Literary
P #15 Crafts Applied Tech.	S #15 Machine Work Crafts
P #16 Machine Work Manual Work	S #15 Machine Work Crafts
P #17 Music Entertainment	S #17 Music Customer SVC
P #18 Artistic Literary	S #18 Artistic Entertainment
P #19 Literary Artistic	S #18 Artistic Entertainment
P #20 Music Teach-Coun.	S #20 Nursing Care-People/Animals
P #21 Customer SVC Management	S #21 Machine Work Crafts
P #22 Teach-Coun. Artistic	S #22 Artistic Teach-Coun.
P #23 Customer SVC Machine Work	S #23 Machine Work Training
P #24 Machine Work Training	S #23 Machine Work Training
P #25 Artistic Clerical Work	S #25 Artistic Teach-Coun.

B. HIGH SCHOOL PROGRAM

	Parents %	Students %
1. College Prep	54	45
2. Business	4	5
3. Vocational-Technical	43	25
4. General	0	25
5. Other	0	0
Omits	0	0

C. POST - HIGH SCHOOL PLANS

1. Voc. Tech School	7	10
2. Business School	0	0
3. Nursing School	4	5
4. Junior College	11	0
5. College	43	50
6. Military	18	10
7. Apprenticeship	7	5
8. None	11	5
9. Undecided	0	15
Omits	0	0

DALLAS JUNIOR HIGH SCHOOL

DALLAS, PA., 18612

VEDA PROJECT

Dear Parent:

The Pennsylvania Vocational Education Department has notified the Dallas Junior High School that it will continue to support the continuation and expansion of the career education program which was initiated during the 1976-77 school year. This program is called VEDA, the shortened version of the program titled, Vocational Exploration: A Developmental Approach for Junior High School.

VEDA was developed by several junior high staff members to stimulate your child's thoughts about the world of work. The program will contain classroom activities that will aid students in understanding themselves and the other people in their daily lives. It will also help them to understand man-job relationships and how to go about making meaningful decisions in planning their lives. The program has three phases to it:

Phase I - 7th Grade - "Exploring Yourself and Others"
The seventh-grade health teacher will be conducting classroom activities throughout the year that will help students to understand themselves and others better. Exploring Self, a personal assessment survey, will be used to help the students gain self-understanding.

Phase II - 8th Grade - "Exploring Careers"
The eighth-grade teachers will conduct classroom activities throughout the year that will acquaint students with the various jobs and careers related to the subjects studied in school.

Phase III - 9th Grade - "Making Meaningful Decisions"
This part of the program will be conducted by two social studies teachers. The planned classroom activities will acquaint students with a process for making meaningful decisions about jobs, careers, education, and their lives. In addition, The Ohio Vocational Interest Survey and Urban Man, two interest inventories, will be used to provide the students with additional educational and vocational information.

Another important component of the VEDA program is parental involvement. We recognize the important role that parents play in the career decision-making process of their children. To aid parents in this program, we have developed a series of informal workshop sessions for parents and teachers of our students in Grades 7 and 9. These group sessions would be held one night a week for three weeks.

These meetings will provide opportunities for our teachers and parents to discuss ways in which we can work together to assist our students in making decisions about their future. The workshop series will include activities to help you to answer the following questions:

VEDA PROJECT

...How well do I understand my child's interests and abilities?
...How can I help my child make meaningful career decisions?
...In what ways do school people help in the career decision-making process?
...What plans can I develop and carry out to aid my child with his/her career decisions?

We sincerely hope that the activities planned for this year's VEDA project will prove to be informative and worthwhile for everyone involved.

If you would be interested in the above program and would like to be considered as a participant, please complete the attached registration form and promptly return it to the office of the Dallas Junior High School.

Sincerely yours,

Thomas Carr
Gordon Schlier
VEDA Coordinators

REGISTRATION FORM

Three Informal VEDA Workshop Sessions

_____ I wish to be considered as a participant in these evening sessions for parents

Which nights would be best for you? _____

Your Name _____

Address _____ Telephone No. _____

Please list the name of any child presently attending the Dallas Junior High School.

Student's Name _____ Grade _____

DALLAS JUNIOR HIGH SCHOOL

VEDA PARENT WORKSHOP
SEVENTH GRADE

Dear Parent:

The VEDA Leadership Team wishes to thank you for your expressed willingness to participate in this workshop. The session will provide an opportunity for parents, teachers and counselors to discuss the needs and concerns of our students.

Listed below are the dates of each session and the topics to be discussed. All sessions will be held in the Dallas Junior High School and will start at 7 P.M. and terminate at 9:30 P.M.

We look forward to meeting you and hope that you will find each session worthwhile and rewarding.

If you have any questions concerning this project, please call Mr. Carr or Mr. Schlier at 675-5201.

Session I Date March 9, 1978

A. Parents will complete Exploring Self, a personal assessment inventory, as they think their child would respond
B. Parents will compare their results with the compiled results of all the seventh grade students
C. Group discussion on the concerns of the pupils
D. Distribute booklets, Suggestion for Parents.

Session II Date March 30, 1978

A. Reactions to booklet, Suggestion for Parents.
B. Group discussion on the concerns of parents and teachers.

Session III Date April 6, 1978

A. Tour of career lab and discussion of availability and use of materials,
B. Group discussion on ways that communication between parents, students and teachers can be improved,
C. Parents complete workshop evaluation forms.

DALLAS JUNIOR HIGH SCHOOL

VEDA PARENT WORKSHOP

NINTH GRADE

Dear Parent:

The VEDA Leadership Team wishes to thank you for your expressed willingness to participate in this workshop. The session will provide an opportunity for parents, teachers and counselors to discuss the needs and concerns of our students.

Listed below are the dates of each session and the topics to be discussed. All sessions will be held in the Dallas Junior High School and will start at 7 P.M. and terminate at 9:30 P.M.

We look forward to meeting you and hope that you will find each session worthwhile and rewarding.

If you have any questions concerning this project, please call Mr. Garr or Mr. Schlier at 675-5201.

Session I - March 6, 1978

A. Parents will complete OVIS (Ohio Vocational Interest Survey) as they think their child would respond.
B. Distribute paper, The Fact or Fiction Involved in Career Decisions.
C. Group discussion on the concerns students have when trying to select a career.

Session II - March 13, 1978

A. Tour of career lab and discussion of availability and use of materials.
B. Group discussion on decision-making skills as they are taught in the ninth-grade social studies classes.

Session III - April 3, 1978

A. Compare parent's and student's results of the OVIS.
B. Group discussion on the concerns of pupils, parents and teachers.
C. Parents complete evaluation forms.

July 21, 1978

ROUTING COVER SHEET
STATE-ADMINISTERED - PROGRAM IMPROVEMENT
SUBPART 3 - P.L. 94-482

DATE: JUL 10 1978

FROM: Dr. John W. Struck
State Director of Vocational Education

STATE: Pennsylvania

TO: Chief, Demonstration Branch, DRD/BOAE
U.S. Office of Education
7th and D Streets, S.W., Room 5026
Washington, D.C. 20202

and

Director, AIM/ARM
Center for Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

SUBJECT: Forwarding of Document: (Check one)

☐ Abstract of Approved Project for Program Improvement Performed Under Contract or In-House

☒ Final Report or Product Resulting From Above

Attached is one copy of a document submitted to each of the above addresses in compliance with P.L. 94-482, 45 CFR, Subpart 3, Program Improvement, Sections 104.703 through 104.708, as set forth in the Rules and Regulations published in the FEDERAL REGISTER on October 3, 1977.

Attachment